

Position Description

Essential Studies/Individual Programs Teacher

Pakenham Campus

2026

RELATIONSHIPS AND NETWORKS

LED BY	<ul style="list-style-type: none">• Head of Section• Deputy Head of Section• Head of Teaching and Learning• Individual Programs Coordinator
COLLABORATES WITH	<ul style="list-style-type: none">• Essential Studies teachers• Teachers• Learning Support Assistants
LEADS	<ul style="list-style-type: none">• Students
KEY WORKING GROUPS	<ul style="list-style-type: none">• Section meetings• Individual Programs meetings• Essential Studies Faculty meetings
EXTERNAL GROUPS	<ul style="list-style-type: none">• Parents• Networks• VIT
POSITION CONDITIONS	<p>This is a part time (0.308 FTE) position commencing 22 January 2026 at the Pakenham Campus.</p>
REFERENCE DOCUMENTATION	<ul style="list-style-type: none">• <i>Education BluePrint</i>• <i>Beaconhills Teaching Standards and Instructional Model</i>• <i>Curriculum Framework (VCE, Victorian Curriculum, Understanding By Design)</i>• <i>Student Learning Mindset</i>• <i>Report Timelines</i>• <i>Teacher Handbook</i>• <i>Staff Code of Conduct</i>• <i>College Policies and Practices</i>• <i>Report Style Guide</i>• <i>Curriculum documentation (curriculum site)</i>.

PRIMARY PURPOSE OF THE POSITION

The Essential Studies/Individual Programs Teacher is responsible for delivering high-quality, skills-based intervention programs that support the development of foundational literacy and numeracy skills. Using effective teaching practices and data-informed decision-making, the role aims to build students' capacity for independent learning, promote wellbeing, and ensure meaningful progress for learners with developmental learning difficulties and disabilities. Central to this work is the implementation of a Multi-Tiered System of Supports (MTSS) and a Response to Intervention (RTI) approach, ensuring that interventions are targeted, timely, and responsive to individual student needs.

This role plays a critical part in supporting students with diverse learning profiles by delivering personalised and targeted interventions that are both academically and emotionally supportive.

The primary role is to support our students in their learning by:

- supporting learning outcomes for students through well designed interventions developed through the interpretation of relevant data and evidence, effective inclusive teaching pedagogy and the provision of a positive learning environment
- providing meaningful feedback on skill acquisition and application to the learner and designing instruction that provides feedback to teachers that informs the next steps in learning and intervention design
- continually developing inclusive teaching practices and modelling these practices to the Beaconhills Learning Community

KEY RESPONSIBILITIES FOR THE POSITION

A key responsibility in this teaching position is the establishment of respectful and trusting relationships with students and their families. These relationships are foundational to promoting student wellbeing, engagement, and academic success. The Essential Studies/Individual Programs teacher will foster a supportive learning environment that encourages students to take ownership of their learning and develop a positive Learning Mindset. The learning environment will be structured to meet the needs of vulnerable learners, providing consistency, safety, and opportunities for success. The teacher will actively support the acquisition of foundational literacy and numeracy skills, using personalised strategies aligned with the needs of students with learning diversity and disability.

Using a combination of learning data, observational insights, and student feedback, the teacher will engage in ongoing reflection to inform future program design and enhance the effectiveness of intervention. Instructional decisions will be guided by a commitment to continuous improvement and responsiveness to individual learning needs.

TEACHER AS LEARNER

In this position, the Essential Studies/Individual Programs teacher is required to:

- design interventions in alignment with a Response to Intervention structure that supports the Beaconhills Curriculum Framework and includes the Universal Design for Learning approach
- effectively develop and implement evidence of learning, observational and measurable practices to support the development of skills-based interventions
- use effective teaching pedagogy and inclusive practices
- use technology to support teaching and learning in the small group and adaptive classroom
- support the diverse wellbeing and individual learning needs of students within our programs

TEACHER IN TRAINING

The training needs for this position are:

- College protocols and procedures
- College policies and compliance requirements
- Digital Learning Platforms (Microsoft Teams, OneNote, etc.)

KEY TASKS FOR THE POSITION

INCLUSIVE TEACHING & INTERVENTION PRACTICE

- Deliver tailored intervention programs for students requiring additional support across Tier 2 levels.
- Implement inclusive teaching strategies that reflect learner variability and promote access, participation, and achievement.
- Collaborate with classroom teachers and Individual Programs staff to co-plan and implement tailored intervention programs.
- Use diagnostic, formative, and summative data to identify learning diversity and evaluate the effectiveness of interventions.
- Maintain accurate documentation of adjustments, interventions and programs in alignment with NCCD.
- Apply the Gradual Release of Responsibility model to scaffold learning and build student independence.
- Integrate assistive and educational technologies to enhance accessibility and engagement.
- Foster a classroom environment that is safe, respectful, and responsive to individual student diversity.

PROFESSIONAL LEARNING & REFLECTIVE GROWTH

- Participating in professional learning focused on inclusive education, intervention frameworks, and evidence-based practices.
- Engage in the College's Continuous Engagement and Development (CEAD) Program to refine inclusive teaching capacity.
- Attend internal and external workshops to stay current with best practices in supporting diverse learners.

- Set professional growth goals aligned with inclusive pedagogy and student support.
- Routinely reflect on teaching and intervention strategies using student feedback, peer collaboration, and data analysis.
- Seek feedback from colleagues to enhance effectiveness and share inclusive practices.

STUDENT SUPPORT & MANAGEMENT

- Communicate proactively with families to support student learning, wellbeing, and inclusion.
- Participate in student progress meetings and parent-teacher interviews with a focus on collaborative goal setting.
- Liaise with external agencies and support services as required to coordinate student support.
- Maintain accurate records of attendance, engagement, and intervention strategies in College digital systems.
- Provide timely feedback and recommendations for students of concern.
- Support the development and implementation of behaviour support plans and wellbeing strategies.

GENERAL DUTIES

- Attend information nights as required
- Attending yard duty
- Attend supervision as required
- Take extras
- Attend assemblies
- Carry out duties as directed

QUALIFICATIONS

The successful application must hold (or be in the process of obtaining):

- A current registration with the Victorian Institute of Teaching (VIT)
- A current *National Police Check* (NPC)
- A current first aid certificate (or a willingness to obtain)
- Tertiary qualifications in education
- Tertiary or further qualifications in inclusive education or intervention practice

PHYSICAL CAPABILITIES

- Sitting (occasional 1-33%)
- Standing (frequent 34-66%)
- Walking (frequent 34-66%)
- Talking (frequent 34-66%)
- Listening (occasional 1-33%)
- Steps/stairs (frequent 34-66%)
- Carrying (occasional 1-33%)

WORKPLACE HEALTH AND SAFETY RESPONSIBILITIES

- Ensure that any hazards, incidents (including near misses) and injuries are reported immediately to relevant management

- Co-operate in relation to activities taken by the College to comply with Work Health and Safety (WHS) legislation
- Participate in consultation, meetings, training and other health and safety activities where required
- Ensure only authorised, adequately trained staff undertake assigned tasks
- Take reasonable care for personal health and safety and the health and safety of others in the workplace

CHILD SAFETY AND EQUAL OPPORTUNITY STATEMENT

Beaonhills College has zero tolerance for child abuse. Beaonhills is a child safe employer and is committed to the welfare of children and their protection.

Beaonhills has systems to protect children from abuse and will take all allegations and concerns very seriously and respond to them consistently, in line with our policies and procedures.

All potential employees and volunteers will be required to comply with the College's *Child Safe Policy and Code of Conduct*, which are available on our website [here](#). Beaonhills performs thorough assessments of potential and existing employees in accordance with the legislated Child Safe Standards. The assessments will be used to ascertain whether the potential or existing employee is a fit and proper person and is suitable for work in a school environment and in the position applied for or held. The screening process includes, but is not limited to, criminal record checks, *Working with Children Check* (WWC Check) and checks of social media accounts.

Beaonhills College is committed to Equal Employment Opportunity principles and is committed to the principles of merit-based selection, equity, diversity and procedural fairness in our recruitment process.

Aboriginal and Torres Strait Islander peoples are encouraged to apply for all positions at Beaonhills College.